



Ontario Curriculum
ades 9 and 10

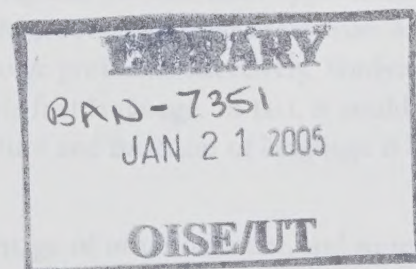
Classical and International Languages

OHEC
407.1271
3
O59MET/C
c.1

1999

Contents

Introduction	3
The Place of Classical and International Languages in the Curriculum	3
The Program in Classical and International Languages	5
Overview of the Program	5
Curriculum Expectations	5
Classical Languages	6
Overview	6
Courses and Credits	6
Strands	7
<i>Courses</i>	
Classical Languages, Academic, Level 1	8
(Ancient Greek/Latin – LVGAD/LVLAD)	
International Languages	16
Overview	16
Courses and Credits	16
Strands	17
<i>Courses</i>	
International Languages, Academic, Level 1 (LBAAD – LYXAD)	18
International Languages, Open, Level 1 (LBAAO – LYXAO)	23
International Languages, Academic, Level 2 (LBABD – LYXBD)	29
International Languages, Open, Level 2 (LBABO – LYXBO)	34
Some Considerations for Program Planning in Classical and International Languages	40
Achievement Charts for Classical and International Languages	42
Explanatory Notes	46



Une publication équivalente est disponible en français
sous le titre suivant : *Le curriculum de l'Ontario,*
9^e et 10^e année – Langues classiques et internationales, 1999.

This publication is available on the Ministry of Education and
Training's World Wide Web site at <http://www.edu.gov.on.ca>.

Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

Introduction

The Ontario Curriculum, Grades 9 and 10: Classical and International Languages, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to programs in international languages, and parts of the following curriculum guidelines that relate to Grade 10:

- *International Languages, Part A: Policy and Program Considerations, Intermediate and Senior Divisions, 1990*
- *International Languages, Part B: Program Development, Intermediate and Senior Divisions, 1990*
- *Classical Studies, Intermediate and Senior Divisions, 1990*

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The Place of Classical and International Languages in the Curriculum

Today's students are living in an international community: nations and peoples throughout the world now depend on each other not only for their economic survival and social stability, but for the success of their undertakings in most areas of human activity. In such a world, communication on the international plane is of crucial importance, and knowledge of languages an invaluable asset. The study of classical and international languages helps students to develop the skills they will need to communicate effectively with people from other countries and at the same time improve their skills in the English language.

The communication skills of listening, speaking, reading, and writing are more important than ever in the modern business world, in which the timely exchange of information is often the key to success. Classical and international language programs provide ideal opportunities for students to develop and refine these important skills. Moreover, learning more than one language develops the ability to think creatively and to solve problems effectively. Studying other languages will also give students new insights into their first language. In fact, it could be said that the only way to fully appreciate the particular nature and function of language is by studying and comparing several languages.

Language programs also introduce students to the heritage of other societies, and so increase their awareness and appreciation of other cultures. Through the study of languages, students gain a greater understanding of the perspectives of the different peoples who comprise Canada's diverse society, and develop a deeper appreciation of and respect for the identity, rights, and values of others.

The study of languages also promotes career mobility, since successful participation in the global community depends in part on knowledge of world languages. As students take a more active role in the community, as citizens, professionals, and volunteers, they will encounter many opportunities to apply the skills and knowledge they have developed through the study of languages.

Although credit programs in classical and international languages begin at the secondary school level, many students will bring prior knowledge of languages to these programs. Students will have developed such knowledge through continuing elementary international language programs or through exposure to various languages in their daily lives.

The study of classical and international languages leads naturally to the exploration of topics related to the language under study and the culture of which it forms part. Such topics include art, history, geography, and social customs. Consequently, courses in classical and international languages lend themselves to an interdisciplinary approach. Subject matter from any course in classical and international languages can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures relating to the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The Program in Classical and International Languages

Overview of the Program

The classical and international language program focuses on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and private citizens. Students will develop the ability to speak, listen, read, and write with precision and confidence. They will also develop their thinking and analytical skills, since the study of languages enhances reasoning skills and the ability to solve problems. Language programs thus equip students with skills that are essential for effective learning in other areas of the curriculum, as well as for further employment. Because language and culture are closely related, students will also learn to understand and appreciate other cultures. This understanding will eventually enable students to communicate and interact effectively with people of other languages and cultures. Ultimately, language programs open up a range of career opportunities for students and help to ensure their success in the global market place.

As outlined in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, the new curriculum for secondary school is organized into several types of courses. (See the document mentioned for a description of the different types of secondary school courses.) However, not all types of courses are offered in every discipline. In the classical and international language program for Grades 9 and 10, only one type of course – academic – is offered for students wishing to study classical languages, while both academic and open courses are offered for those wishing to study international languages.

Like most second-language courses, the courses in classical and international languages are not restricted to specific grades so that students may begin the study of a classical or international language in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Classical languages are offered at three levels, and international languages at four levels in the secondary school program for Grades 9 to 12.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Classical Languages

Overview

The study of Latin and ancient Greek introduces students to the cultural roots of Western societies. By learning these languages, students become more aware of grammar in English and other modern languages. In addition, the study of Latin and ancient Greek root words increases their vocabulary and improves their spelling. As a consequence, students enrolled in classical language programs are able to speak, read, and write with greater proficiency, and are able to learn other languages more readily. Moreover, the knowledge students gain of the literature, mythology, archaeology, and art, as well as the commercial and social practices, of ancient civilizations enables them to better appreciate and respect their own heritage and that of others.

Classical language courses are taught primarily in English. Through activities such as presentations, reports, debates, and seminars, students learn to work cooperatively, develop thinking and communication skills, and acquire self-confidence. The study of classical languages challenges students intellectually and gives them an opportunity to develop the knowledge and discipline they need to succeed in postsecondary studies and the workplace of the twenty-first century.

Courses and Credits

Level	Course Name	Course Type	Course Codes	Credit Value
Level 1	Classical Languages	Academic	LVGAD (Ancient Greek) LVLAD (Latin)	1

Note: There is no prerequisite for this course.

The complete classical language program has three levels. Students can begin a course at Level 1 in any year of their secondary school program. Students may earn more than one credit per level in classical languages by studying more than one language. In other words, a student who successfully completes a Level 1 course in both Latin and ancient Greek will earn two credits at Level 1.

Courses offered in classical languages may be delivered as half-courses, each earning a half-credit. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.
- A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Strands

The program in classical languages places emphasis on written rather than oral forms of communication. The expectations for courses in classical languages are divided into four distinct but related strands:

1. Oral Communication (Listening, Speaking)
2. Reading
3. Writing
4. Application of Knowledge of the Classical Language to Other Contexts

The section “Grammar and Language Knowledge”, which follows the strands, outlines elements of grammar and language usage that students are expected to master through work done in the four strands.

Oral Communication: Listening. Students listen to words, phrases, or passages in the classical language in order to hear the standard pronunciation and to improve their reading comprehension. Students listen to explanations of grammar and aspects of ancient societies in English. Discussions and activities are also conducted in English.

Oral Communication: Speaking. Students speak primarily in English in classical language courses, but they are required to read aloud words, phrases, sentences, and passages in the classical language. Students can also give oral responses, in Latin or ancient Greek, to questions, and use the language in exercises, drills, skits, and dialogues.

Reading. Students read passages in the classical language silently for the purpose of comprehension. Explanations of grammar and information about ancient societies, as well as research material, are read in English.

Writing. Students write, in English, responses to questions, as well as translations, summaries, and paraphrases of passages in the classical language. They also write notes about grammar and reports on ancient societies in English. Students compose phrases and simple sentences in the classical language to consolidate their knowledge of grammar.

Application of Knowledge of the Classical Language to Other Contexts. Students apply their knowledge of Latin or ancient Greek grammar to clarify and reinforce their understanding of texts in English and other languages. They expand their vocabularies in these languages by using their knowledge of Latin or ancient Greek roots. They draw on their knowledge of ancient societies, acquired through reading and research, to re-examine and deepen their understanding of their own and other cultures.

Classical Languages, Academic, Level 1 (Ancient Greek/Latin)

(LVGAD/LVLAD)

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

Oral Communication: Listening

Overall Expectations

By the end of Level 1, students will:

- demonstrate an understanding of simple spoken Latin or ancient Greek;
- show an understanding of basic aspects of ancient societies.

Specific Expectations

By the end of Level 1, students will:

- demonstrate an understanding of spoken words, phrases, questions, and simple passages in the classical language by answering questions and translating material;
- identify and use standard pronunciation of Latin or ancient Greek;
- demonstrate an understanding of simple vocabulary and grammatical forms in passages of Latin or ancient Greek presented orally;
- identify artifacts and terms related to cultural aspects of ancient societies (e.g., housing, clothing, recreation) in material presented orally (e.g., talks by guest speakers, discussions, taped interviews).

Oral Communication: Speaking

Overall Expectations

By the end of Level 1, students will:

- use the classical language to communicate simple ideas, using vocabulary and grammatical forms appropriate to the level;
- understand and respond to simple passages in the classical language;
- apply their knowledge of ancient societies in a variety of appropriate contexts.

Specific Expectations

By the end of Level 1, students will:

- use simple vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., songs, skits, spelling bees);
- apply correct grammar in Latin or ancient Greek in question-and-answer activities and problem-solving exercises (e.g., exercises that involve completing unfinished sentences);
- apply correct grammar in English in oral language activities;
- use knowledge of Latin or Greek roots and grammar when speaking in English;
- translate simple passages in the classical language, both with and without preparation (sight passages);
- explain the meaning of simple passages in the classical language by paraphrasing, summarizing, and answering questions;
- describe personal reactions to material studied by participating in small- and large-group discussions;
- demonstrate knowledge of cultural aspects of ancient societies by participating in quizzes, games, and presentations.

Reading on of Knowledge of the Classical Language to Other Contexts

Overall Expectations

By the end of Level 1, students will:

- read and demonstrate an understanding of simple texts in the classical language;
- demonstrate knowledge of ancient societies.

Specific Expectations

By the end of Level 1, students will:

- read simple stories in the classical language and respond to main ideas;
- identify simple grammatical constructions (e.g., subject-verb agreement) in Latin or ancient Greek texts as well as in English materials;
- use knowledge of Latin or ancient Greek vocabulary and grammar to build reading comprehension;
- show an understanding of the alphabet of the classical language, including the ways in which it differs from our modern alphabet;
- demonstrate knowledge of cultural aspects of ancient societies gained through reading, in projects, presentations, and discussions.

Writing

Overall Expectations

By the end of Level 1, students will:

- write simple phrases and sentences in the classical language, using grammatical forms and vocabulary appropriate to the level;
- use vocabulary and grammar correctly in English in writing activities;
- demonstrate an understanding of simple passages in the classical language in various writing activities;
- demonstrate knowledge of ancient societies in their writing.

Specific Expectations

By the end of Level 1, students will:

- use vocabulary correctly and appropriately in the classical language in a variety of writing activities (e.g., completing unfinished sentences, matching words to their definitions, composing short phrases);
- apply correct grammatical forms in the classical language in question-and-answer activities (e.g., fill-in-the-blanks exercises);
- use correct grammar and vocabulary in English in various writing activities;
- use knowledge of Latin or ancient Greek roots and grammar when writing in English;
- demonstrate understanding of simple passages in the classical language by writing translations, paraphrases, and summaries of the passages, as well as answers to questions, both with and without preparation (sight passages);
- produce pieces of writing (e.g., letters, journals, newspaper articles) that describe personal reactions to material studied;
- demonstrate knowledge of cultural aspects of ancient societies in a variety of writing activities (e.g., research projects, short essays).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

By the end of Level 1, students will:

- identify the role of the classical language in the development of other languages;
- apply knowledge of simple Latin or ancient Greek vocabulary and grammar to English and other languages;
- show an understanding of the influence of classical culture on the cultures of later societies.

Specific Expectations

By the end of Level 1, students will:

- identify words derived from the classical language in English and other languages and use such words accurately;
- identify Latin or ancient Greek phrases and abbreviations that are used today in fields such as law, science, and the arts;
- use correctly simple grammatical forms that are common to the classical language, English, and other languages in speaking and writing activities (e.g., subject-verb agreement);
- speak and write in English with clarity and precision;
- gather and analyse information about the ancient world, using a variety of electronic and print sources, including books, the Internet, and software packages;
- show the influence of classical culture on later societies in writing assignments and artistic works (e.g., create a poster on the Olympics that suggests their historical roots).

Grammar and Language Knowledge

By the end of the first course in a classical language, students will recognize and correctly apply their knowledge of the following items in various language activities. (It should be noted that students' familiarity with these items will vary according to the text used in the classroom. Students are expected to recognize and use only those items of language that have been introduced in the text used for this level.)

Latin

Nouns

- all cases, numbers, and genders, declensions 1, 2, 3, 4, 5

Adjectives

- all cases, numbers, and genders, declensions 1, 2, 3
- agreement with antecedents (nouns, pronouns)
- positive, comparative, and superlative degrees

Adverbs

- adverbs formed from adjectives, declensions 1, 2, and some 3
- some irregular adverbs

Pronouns

- personal pronouns (*ego, tu, nos, vos*)
- demonstrative pronouns (*hic, ille, is*)
- relative pronouns (*qui, quae, quod*; nominative and accusative, singular and plural, all genders)
- interrogative pronoun (*quis*)

Verbs

- present tense – indicative, imperative, and infinitive moods; active voice
- imperfect tense – indicative mood, active voice
- perfect tense – indicative mood, active voice
- pluperfect tense – indicative mood, active voice

- principal parts of verbs

- compound verbs

Syntax

- word order – subject-verb agreement
- nominative case – subject, subjective completion
- genitive case – possession, description
- dative case – indirect object, of interest, direct object with specific verbs
- accusative case – direct object of verbs, object of prepositions
- vocative case
- ablative case – object of prepositions

Other Elements

- interrogative sentences with *num, nonne, -ne*
- infinitive governed by *possum, volo, nolo, debeo*
- prepositions
- conjunctions
- prefixes

Ancient Greek

Nouns

- all cases, numbers, and genders, declensions 1, 2, 3 (regular)
- some common irregular nouns

Adjectives

- all cases, declensions 1, 2, 3
- agreement with antecedents (nouns, pronouns)
- positive, superlative degrees
- interrogative, demonstrative, possessive forms

Adverbs

- interrogative adverbs

Pronouns

- personal pronouns (*emauton, seaton, heauton*)
- reflexive pronouns
- relative pronouns (*hos, he, ho*)
- interrogative pronouns (*tis, ti*)
- indefinite pronouns (*tis, ti*)
- possessive pronouns (*emos, sos, autos*)

Verbs

- regular and contract verbs ending in *ō*
- present tense – indicative, imperative, and infinitive moods; active and middle voices; participle
- first and second aorist tenses – indicative, imperative, and infinitive moods; active and middle voices; participle
- *eimi* (present and imperfect)

Syntax

- nominative case – subject, subjective completion
- genitive case – possession; partitive; with adjectives; with verbs; with prepositions
- dative case – indirect object; possession; respect; means; with prepositions; with verbs
- accusative case – direct object; with prepositions; adverbial usages

Other Elements

- definite article
- syllabification, placement of accents
- shifts and changes of accents
- particles, some enclitics
- numbers
- prepositions
- conjunctions (with indicative only)

International Languages

Overview

Language is our principal means of communication. As societies around the world become more closely linked through advances in technology, the ability to communicate in more than one language becomes increasingly important. The study of languages helps students to express themselves with confidence and develops their ability to solve problems and to think creatively. These skills enable students to analyse and use information from around the world and to communicate effectively in the international language both for business and personal purposes.

The international language program develops students' oral communication and listening skills and enhances their general learning skills. Students who are multilingual also develop a greater sensitivity towards, and respect for, the diverse peoples who comprise the communities in which they live. In addition, the interdisciplinary nature of language allows students to explore such related areas of study as history, geography, music, art, business, and world issues. Knowledge of international languages allows students to communicate effectively, value diversity, and participate productively in the international community.

Courses and Credits

Level	Course Name	Course Type	Course Codes	Credit Value
Level 1	International Languages	Academic	LBAAD-LYXAD	1
Level 1	International Languages	Open	LBAAO-LYXAO	1
Level 2	International Languages	Academic	LBABD-LYXBD	1
Level 2	International Languages	Open	LBABO-LYXBO	1

Note: Prerequisites will be determined by school boards, depending on the structure of their international languages program.

This document outlines a sequence of two years of study for each international language. Two types of courses – open and academic – are available at Levels 1 and 2. Students wishing to enrol in an international language course should make their choice between academic and open courses on the basis of their interests, needs, and achievement. Those interested primarily in acquiring conversational language skills would be well served by the open courses, while those who are considering pursuing language studies in university would benefit from the academic courses. The selection of courses for exceptional students should be guided by the information in the student's Individual Education Plan.

Students earn only one credit per level in each international language. Those who study more than one international language earn a credit for each course they complete successfully.

It should be noted that at Levels 1 and 2, students may transfer from open to academic or from academic to open courses. Codes will be assigned to identify courses intended for students who have no previous language knowledge as well as those courses that are intended for students who have some language knowledge. Both groups of students must meet the expectations outlined for the courses they choose to take.

Depending on the needs of the community, boards and schools may choose to offer their program beginning at either Level 1 or Level 2.

Courses offered in international languages may be delivered as half-courses, each earning a half-credit. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.
- A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Strands

The expectations for the international language program are divided into three distinct but related strands that correspond to the main areas of language use:

1. Oral Communication (Listening, Speaking)
2. Reading
3. Writing

The section “Grammar and Language Knowledge”, which follows the strands, outlines elements of grammar and language usage that students should master through language activities in all three strands.

Oral communication, which includes listening and speaking, provides the foundation for reading and writing. Because listening and speaking are interdependent in real-life situations, these skills should be developed together. Reading is a complex process that provides a bridge between speaking and writing. Reading and writing activities serve to reinforce and consolidate students’ oral language skills.

International Languages, Academic, Level 1

(LBAAD-LYXAD)

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

Oral Communication: Listening

Overall Expectations

By the end of Level 1, students will:

- demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
- use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
- identify cultural aspects of the international language (e.g., use of formal and familiar forms of address).

Oral Communication: Speaking

Overall Expectations

By the end of Level 1, students will:

- communicate orally in different situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- use standard pronunciation in the international language (for words and in phrases and sentences);
- use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
- apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading

Overall Expectations

By the end of Level 1, students will:

- read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;*
- read aloud with expression to develop standard pronunciation;
- use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
- respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
- demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places).

* Students are expected to read a minimum of twenty-five pages of simple text at this level.

Writing

Overall Expectations

By the end of Level 1, students will:

- write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
- write answers to simple questions;
- write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
- use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
- use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

International Languages, Open, Level 1 (LBAAO – LYXAO)

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

Oral Communication: Listening

Overall Expectations

By the end of Level 1, students will:

- demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
- use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interviews or conversations on videotape);
- identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

Overall Expectations

By the end of Level 1, students will:

- communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- use standard pronunciation in the international language (for words and in phrases and sentences);
- use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
- express likes and dislikes in brief, rehearsed conversations and dialogues;
- apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading

Overall Expectations

By the end of Level 1, students will:

- read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;*
- read simple materials aloud to develop standard pronunciation;
- use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);
- respond to materials read by answering short questions;
- demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

* Students are expected to read a minimum of fifteen pages of simple text at this level.

Writing

Overall Expectations

By the end of Level 1, students will:

- write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

By the end of Level 1, students will:

- write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
- write answers to simple questions;
- write for practical purposes, using a model (e.g., create a party invitation);
- use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);
- use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Grammar and Language Knowledge

(for International Languages, Academic, Level 1, and Open, Level 1)

Students should develop and apply knowledge of the language elements listed below through activities in all three strands. Since the international language program comprises many different languages, some of these elements may need to be adjusted, particularly for Asian, African, and Middle Eastern languages.

Nouns

- use of articles with nouns
- formation of the plural
- gender of nouns
- use of the partitive with nouns (e.g., *some pizza*, *any hamburger*)

Prepositions

- simple prepositions (e.g., *to*, *at*, *of*)
- simple prepositions and articles (e.g., *to the*, *at the*, *of the*)

Pronouns

- subject pronouns, singular and plural
- interrogative pronouns (e.g., *who*, *what*)

Verbs

- present tense, regular verbs and frequently used irregular verbs (e.g., *to be*, *to have*, *to want*, *to go*)
- verbs in simple negative constructions

Adjectives

- regular adjectives and frequently used irregular adjectives (e.g., *good*)
- expressions of quantity
- possessive adjectives (e.g., *my*, *your*, *his*, *her*)
- demonstrative adjectives (e.g., *this*, *that*)
- interrogative adjectives (e.g., *which*)

Conjunctions

- common conjunctions (e.g., *and*, *or*)

Adverbs

- adverbs used to modify verbs (e.g., *She drives quickly.*)
- adverbs used to modify adjectives (e.g., *I am very happy.*)

Syntax

- word order in simple sentences, positive and interrogative
- subject-verb agreement (e.g., *he is*; *boys are*)
- gender and number agreement in noun phrases

Vocabulary

- days of the week, months of the year, time of day
- names of colours
- words associated with the family, food, leisure, transportation, places (e.g., *school*, *office*, *factory*)
- basic salutations
- words related to the topic of health
- names of school disciplines
- cardinal numbers (1-100)

Other Elements

- expressions useful in the classroom (e.g., expressions used to ask permission, simple commands)
- idiomatic expressions
- essential characteristics of the writing system, as required

International Languages, Academic, Level 2 (LBABD – LYXBD)

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources.

Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

Oral Communication: Listening

Overall Expectations

By the end of Level 2, students will:

- demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level.

Specific Expectations

By the end of Level 2, students will:

- respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
- use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
- identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

Oral Communication: Speaking

Overall Expectations

By the end of Level 2, students will:

- communicate orally in various situations and for different purposes, using simple language appropriate to the level.

Specific Expectations

By the end of Level 2, students will:

- use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
- use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
- express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);
- apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

Reading

Overall Expectations

By the end of Level 2, students will:

- read age- and language-appropriate passages from various sources for different purposes.

Specific Expectations

By the end of Level 2, students will:

- read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);*
- read aloud with expression, to further develop standard pronunciation, intonation, and tones;
- use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
- respond to what they read in a variety of ways (e.g., retell stories);
- identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites).

* Students are expected to read a minimum of fifty pages of text at this level.

Writing

Overall Expectations

By the end of Level 2, students will:

- write for different purposes and audiences, using simple language appropriate to the level.

Specific Expectations

By the end of Level 2, students will:

- write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
- write a variety of questions and answers;
- write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
- use resources to make their writing more effective (e.g., dictionaries, input from teachers);
- apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

International Languages, Open, Level 2

(LBABO – LYXBO)

This course provides students with opportunities to further develop their oral communication skills in the language of study, increase their confidence in using the language in practical situations, and continue to investigate related career opportunities. Students will be involved in activities that promote the use of the language in real-life situations. They will also continue their exploration of the culture of countries where the language under study is spoken.

Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

Oral Communication: Listening

Overall Expectations

By the end of Level 2, students will:

- demonstrate an understanding of simple spoken language appropriate to the level in a variety of practical, structured situations.

Specific Expectations

By the end of Level 2, students will:

- respond to simple statements, questions, and commands using vocabulary and language structures appropriate to the level;
- use visual cues (e.g., facial expressions, gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of simple oral messages in presentations and dialogues (e.g., instructions, explanations, conversations on audiotape, videotape, and CD-ROMs);
- identify features of the culture of countries where the language is spoken (e.g., monuments, distinctive art forms).

Oral Communication: Speaking

Overall Expectations

By the end of Level 2, students will:

- communicate orally in various practical, structured situations and for different purposes, using simple language appropriate to the level.

Specific Expectations

By the end of Level 2, students will:

- use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
- use simple vocabulary and language structures appropriate to the level to ask and answer simple questions, and to convey and respond to simple messages (e.g., role-play a telephone dialogue);
- express opinions and needs in conversations and other practical situations (e.g., identify their favourite TV programs and explain the reasons for their preferences);
- apply knowledge of the culture of countries where the language is spoken in various activities and projects (e.g., dialogues, brief reports on a cultural topic).

Reading and Language Knowledge

Overall Expectations

By the end of Level 2, students will:

- read age- and language-appropriate passages from various sources for a variety of practical purposes.

Specific Expectations

By the end of Level 2, students will:

- read a variety of simple, practical materials for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., magazine articles, brochures, travelogues);*
- read aloud with expression to further develop standard pronunciation and intonation;
- use visual cues (e.g., illustrations, punctuation) and some verbal cues (e.g., word endings) to determine the meaning of texts in print and other media (e.g., newspapers, advertisements, texts on CD-ROMs and the Internet);
- respond to what they read in a variety of ways (e.g., respond to questions);
- identify features of the culture of countries where the language is spoken (e.g., distinctive modes of travel, trade practices).

* Students are expected to read a minimum of thirty pages of simple text at this level.

Writing

Overall Expectations

By the end of Level 2, students will:

- write for different practical purposes and different audiences, using simple language appropriate to the level.

Specific Expectations

By the end of Level 2, students will:

- write simple sentences and paragraphs, including dialogues, in practical situations, using vocabulary and language structures appropriate to the level (e.g., write instructions for a friend on how to get to a specific place);
- write answers to a variety of simple questions;
- write a variety of practical forms for specific purposes, using a model (e.g., prepare an itinerary for a trip, prepare a brief summary of weekly spending);
- use resources to make their writing more effective (e.g., consult dictionaries, use input from teachers);
- apply knowledge of the culture of countries where the language is spoken in various practical activities, using print and electronic resources (e.g., prepare a report on the cuisine of a particular region).

Grammar and Language Knowledge

(for International Languages, Academic, Level 2, and Open, Level 2)

Students should develop and apply knowledge of the language elements listed below through activities in all three strands. Since the international language program comprises many different languages, some of these elements may need to be adjusted, particularly for Asian, African, and Middle Eastern languages.

Nouns

- use of articles with nouns
- formation of the plural; irregular plurals
- gender of nouns
- use of the partitive with nouns (e.g., *some vegetables*, *any salad*)
- frequently used irregular nouns

Prepositions

- prepositional phrases (e.g., *into the room*, *in the room*, *at the dentist*, *to the bank*)

Pronouns

- subject pronouns, singular and plural
- interrogative pronouns (e.g., *who*, *what*)
- direct object pronouns (e.g., *me*, *him*)

Verbs

- present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be*, *to have*, *to want*, *to go*)
- verbs in simple negative constructions
- modal verbs (e.g., *can*, *must*, *want*)
- perfect past tense (simple past tense in some international languages)
- use of negative forms (e.g., *don't*, *won't*)

Adjectives

- regular adjectives and irregular adjectives, including frequently used irregular adjectives (e.g., *good*)
- expressions of quantity
- possessive adjectives (e.g., *my*, *your*, *his*, *her*, *our*, *their*)
- demonstrative adjectives (e.g., *this*, *that*)
- interrogative adjectives (e.g., *which*)

Conjunctions

- common conjunctions (e.g., *and*, *or*, *but*, *because*, *when*)

Adverbs

- adverbs used to modify verbs (e.g., *She drives quickly.*)
- adverbs used to modify adjectives (e.g., *I am very happy.*)
- adverbs of time (e.g., *yesterday*, *today*, *tomorrow*)
- formation of simple adverbs

Syntax

- word order in simple sentences, positive, interrogative, negative
- word order in complex and compound sentences
- gender and number agreement

Vocabulary

- days of the week, months of the year, time of day
- names of colours
- words associated with the family, food, leisure, friends, music, sports, professions, careers, shopping, television, advertisements
- words associated with transportation, geography, places (e.g., *school*, *office*, *factory*)
- basic salutations
- cardinal numbers (1-100) and ordinal numbers (e.g., *the first day*)
- names of currency

Other Elements

- expressions useful in the classroom (e.g., expressions used to ask permission, simple commands)
- idiomatic expressions
- essential characteristics of the writing system, as required

Some Considerations for Program Planning in Classical and International Languages

Teachers who are planning a program in classical or international languages must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in classical and international languages are noted here.

Education for Exceptional Students. Because language instruction is a complex process, teachers of classical and international language courses must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in their Individual Education Plan. Modifications might include the following: adapting the course content (e.g., placing an emphasis on oral work); changing teaching strategies (e.g., modifying the pace at which new material is introduced as well as the methods and resources used to present it); modifying assessment techniques (e.g., placing emphasis on oral work, extending time for tests), and using specialized equipment (e.g., modified computers, advanced computer software). Because the study of a second language promotes creative thinking and problem solving, as well as the development of essential communication skills, these courses have particular benefits for exceptional students and increase their chances of success in other areas of the curriculum.

The Role of Technology in the Curriculum. Information technology provides a variety of resources that both facilitate and enrich language learning in unique and important ways. These resources include language programs that support specific learning styles as well as programs that enable teachers to design individualized courses or courses for learners with similar needs. Technology also offers students a rich variety of experiences – both linguistic and cultural – that they might otherwise not have access to. For example, the Internet allows students to visit museums and cultural sites or to read the day's news in the language under study. Students also have access to a wealth of information and literary texts, all of which can enrich their projects and presentations, and give depth and context to their language learning. In addition, students can contribute to electronic discussion sites and communicate with speakers of the language from around the world by e-mail.

ESL/ELD. Because classical and international language courses focus on the development of essential language and communication skills, they can be of considerable benefit to ESL/EDL students who are engaged in the task of developing these skills in the English language. In addition to supporting ESL/EDL students in their efforts to develop communication skills, classical and international language courses also provide them with language knowledge that can be of great assistance to them in understanding the fundamental principles that are operative in the English language. Teachers of classical and international languages should work closely with parents, fellow teachers, guidance counsellors, school administrators, and community support networks to ensure that ESL/EDL students derive maximum benefit from classical and international language courses.

Career Education. The skills and knowledge that students acquire through the study of classical and international languages are not only relevant but essential for a wide range of careers. Classical and international language programs prepare students for careers not only in such language-related fields as translation and language instruction, but also in fields such as international banking and finance, multilingual computer software development, global trade, industry, travel, and government and international affairs. In addition, graduates of classical and international language programs are well-equipped for many careers that are not directly related to the use of international languages or the application of a specific language. Their well-developed thinking and analytical skills and exceptional communication skills are valuable assets in almost any field of endeavour.

Cooperative Education and Other Workplace Experiences. Students enrolled in classical and international language programs can derive great benefit from co-operative education placements that allow them to apply the language skills they have developed in the classroom in practical activities and situations. Settings that would allow students to use the language they have studied in practical contexts and to interact with other speakers of the language include publishing houses, museums, community centres, television and radio stations, and a variety of business and academic settings. Language skills are creative, flexible skills that evolve through application and practice; it is therefore particularly important that students of classical and international languages be given opportunities to use the language(s) they are learning in a variety of practical contexts and situations.

Achievement Charts for Classical and International Languages

The achievement charts that follow identify four categories of knowledge and skills in classical and international languages. These categories encompass all the curriculum expectations in courses in these disciplines. For each of the category designations in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*.)

The achievement charts are meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement charts can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement charts provide a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:

- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that the achievement of the expectations is assessed within appropriate categories. The descriptions of the levels of achievement given in the charts should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at Level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course can be constructed by reading from top to bottom in the column of the achievement chart headed “70-79% (Level 3)”.

Note: In classical and international languages, in general, students in the 50-59% range will require extensive teacher support; students in the 60-69% range will need some teacher support; students in the 70-79% range may require occasional teacher support; and students in the 80-100% range may be able to manage with little or no teacher support. This note applies to all categories.

Achievement Chart – Classical Languages, Level 1

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/Understanding	The student:			
– knowledge of the required linguistic elements (grammar, vocabulary, derivatives, spelling)	– demonstrates limited knowledge of the required linguistic elements	– demonstrates some knowledge of the required linguistic elements	– demonstrates considerable knowledge of the required linguistic elements	– demonstrates thorough knowledge of the required linguistic elements
– understanding of the relationships between classical culture and the language	– demonstrates limited understanding of the relationships between classical culture and the language	– demonstrates some understanding of the relationships between classical culture and the language	– demonstrates considerable understanding of the relationships between classical culture and the language	– demonstrates thorough understanding of the relationships between classical culture and the language
– understanding of materials read (e.g., passages of text, resource materials)	– demonstrates limited understanding of materials read	– demonstrates some understanding of materials read	– demonstrates considerable understanding of materials read	– demonstrates thorough and insightful understanding of materials read
Thinking/Inquiry	The student:			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
– communication of information and ideas, orally and in writing	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity
– use of language (grammar, vocabulary, including special terminology)	– uses language with limited accuracy and effectiveness	– uses language with moderate accuracy and effectiveness	– uses language with considerable accuracy and effectiveness	– uses language with a high degree of accuracy and effectiveness
Application	The student:			
– application of language skills (e.g., in translation and other exercises)	– infrequently applies language skills correctly	– sometimes applies language skills correctly	– usually applies language skills correctly	– routinely applies language skills correctly
– making connections (e.g., between the classical language and personal experience, classical societies, and modern languages and societies)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Achievement Chart – International Languages, Level 1 and Level 2

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/Understanding	The student:			
knowledge of the required linguistic elements (grammar, vocabulary, spelling, pronunciation)	– demonstrates limited knowledge of the required linguistic elements	– demonstrates some knowledge of the required linguistic elements	– demonstrates considerable knowledge of the required linguistic elements	– demonstrates thorough knowledge of the required linguistic elements
understanding of materials read	– demonstrates understanding of few of the main ideas and details	– demonstrates understanding of some of the main ideas and details	– demonstrates understanding of most of the main ideas and details	– demonstrates understanding of all or almost all of the main ideas and details
understanding of spoken language	– demonstrates limited understanding of spoken language	– demonstrates some understanding of spoken language	– demonstrates considerable understanding of spoken language	– demonstrates thorough understanding of spoken language
Thinking/Inquiry	The student:			
critical and creative thinking skills	– demonstrates critical and creative thinking skills with limited effectiveness	– demonstrates critical and creative thinking skills with moderate effectiveness	– demonstrates critical and creative thinking skills with considerable effectiveness	– demonstrates critical and creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
communication of information and ideas, orally and in writing	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity
communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
use of various forms of communication	– uses few forms appropriately	– uses some forms appropriately	– uses many forms appropriately	– uses all or almost all forms appropriately
Application	The student:			
use of the required language structures and vocabulary	– uses few of the required language structures and vocabulary	– uses some of the required language structures and vocabulary	– uses most of the required language structures and vocabulary	– uses all or almost all of the required language structures and vocabulary
making connections (e.g., between the language and the culture, including the arts, and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions and explanations of terms are intended to help teachers and parents use this document.

Age and language appropriate.

Reading materials are deemed age and language appropriate for students when they are relevant to students' experience and appropriate for their language competence and level of thinking. The materials must contain language that is appropriate for students' active vocabulary. As well, the materials must have the potential to contribute to the development of students' language skills.

Context. The parts of a text that precede and follow a particular word or passage and determine or contribute to its meaning.

Conventions. Accepted practices or rules in the use of language. Conventions used in writing include punctuation and capitalization. The purpose of all language conventions is to aid comprehension.

Cues, non-verbal/visual. Aspects of oral communication that convey meaning without the use of words, such as facial expressions, gestures, and body language.

Cues, verbal. Aspects of spoken language that convey meaning. Verbal cues include such aspects of oral communication as tone of voice or intonation, inflection, volume, pauses and rate of speech, as well as information related to the function of words (e.g., nouns, verbs, adjectives) and their parts (e.g., sound patterns).

Forms of writing. Types of writing that students may be expected to produce (e.g., poem, poster, dialogue, label, cartoon caption, word game, advertisement, list, illustrated story, survey, word web, chart, description, letter, anecdote, research report, summary).

Genre. A category or type of literary composition (e.g., novel, play, poetry, short story).

Language structures. Word structures used to convey meaning (e.g., verb tenses; agreement of subject and verb, agreement of noun and adjective; sentence structure).

Modal verbs. Verbs that are used with other verbs to convey a particular meaning. Modal verbs are often called *helping verbs*, and in English include *can*, *should*, and *must*.

Print and electronic resources. Materials in print or electronic media, including reference materials (e.g., textbooks, magazines, CD-ROMs, computer graphics programs, word-processing programs, models for writing, dictionaries, visual dictionaries, spell-check feature of word-processing programs).

Reading strategies. Methods used in reading to determine the meaning of a text. Reading strategies include using previous knowledge, information from the context, and visual and verbal cues, and applying knowledge of word patterns, cognates, root words, and word families.

Root word. A word, often from Latin and ancient Greek, from which modern words are derived. (For example, words that contain the word part or prefix *bio* are derived from the root word *bios*, which means *life* in Greek).

Sight passages. A passage of text that students have not seen before.

Standard pronunciation. An officially recognized and widely accepted way of pronouncing sounds and words.

Strands. The major areas of language use into which the language curriculum is organized. The strands for international languages are: Oral Communication, Reading, and Writing. The strands for classical languages are: Oral Communication, Reading, Writing, and Application of Knowledge of the Classical Language to Other Contexts.

Structured activities. Activities that have a set format. Structured activities include question-and-answer activities, games, and dialogues patterned on a model.

Time words. Words or prefixes that indicate time relationships. In some languages, special characters are added to words, or adverbial phrases are used to indicate relationships of time.

Tones. Different pitches used to distinguish words that have the same pronunciation.

Writing system. The system used to represent language or ideas and things in written form. The two main systems of writing are *the alphabetical system*, in which characters or symbols are used to represent sounds (and thus words), and *the ideographic system*, in which pictorial signs or symbols represent ideas or things rather than the words for them. The alphabetical system includes the Roman alphabet – now the most widely used system – as well as the Hebrew, Arabic, Greek, and Cyrillic alphabets. The ideographic system is used in both Chinese and Japanese writing.

Explanatory Notes

The Ministry of Education and Training wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.

ISBN 0-7778-8347-3

98-097

© Queen's Printer for Ontario, 1999



Printed on recycled paper